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ABSTRACT

Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)

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Final Report

Project No. V361060L
Grant No. OEG-73-2997

Research and Development Project in Career Education K-14

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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June 2, 1975

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Final Report

Project No. V361060L
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Research and Development Project in Career Education

Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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The Research and Development Project in Career Education started June 30, 1974 and terminated June 30, 1975. The problem area toward which the project was directed is as follows:

a. Approximately 6,500 students dropped out of school during 1971-72. This represents an increase of 2,000+ over the past decade. This problem is further exacerbated by the extensive student absenteeism of 40 or more days (32% of junior high and 62% of junior high-general vocational).

b. Some graduates cannot find jobs because they have not acquired adequate skills or are unaware of the skills they possess.

c. Employers decry the lack of basic skills and the poor work attitudes possessed by many Baltimore City Public School job applicants.

d. College personnel express concern about the low number of non-white applicants to college, and community members have expressed concern regarding the large number of college entrants who do not complete college.

e. Guidance services in the public schools are adversely affected by high counselor-pupil ratio and fragmentation of services.

These conditions mandate a program of career education which will serve as an umbrella for the total curriculum.

Goals and Objectives

Students

1. Each elementary student will distinguish between producers of goods and renderers of services in order to expand his understanding of the world of work; and he will indicate the environmental and societal conditions which are creating new careers.

2. Each junior high school student will explore the five cluster areas and distinguish those that are of greatest interest to him.

3. Each senior high school student will explore a cluster area and make appropriate career decisions for himself.

4. Each senior high student will be assisted in job or school placement prior to leaving school.

* The development of self-awareness and a healthy self-concept will permeate the instructional program at all levels.

Curriculum

1. A interdisciplinary approach to instruction will be developed and used throughout the curriculum.

2. A work experience, preliminary to work-study, will be provided for students in the school setting in order to develop acceptable behavioral standards and positive attitudes toward work.

3. Plans for a pilot cooperative education program will be developed with the Community College in order to strengthen the educational program in the designated high school.

Staff Training

1. Teachers will continue to develop their skill in the teaching of communication and computation skills.

2. Teachers will acquire knowledge concerning the concept of career education and its relationship to their content areas.

3. Teachers will facilitate the student's success in school in order to develop his positive self-awareness.

4. Teachers will use present curriculum as a springboard for developing positive attitudes toward the concept of work.

Community

1. A depository will be established for the purpose of identifying employment and educational opportunities for students in school and out of school.

2. A system of communication between the home and the school will be established in order to involve parents in the development of the career education program.

3. The concept of advisory committees will be promoted in order to increase the number and effectiveness of our present advisory committees.

Description

This project was implemented within a designated geographical region. The region selected for the program's implementation was region 9. This region was selected because of the high proportion of low income families and its racially mixed population. Additionally, the region has not had the degree of support from career education in comparison to other regions. Low percentages of attendance and high drop-out patterns indicated a need for strengthening the incentives of students to remain in school by revitalizing the curriculum using career education as a vehicle. Selected from region 9 to participate in the project were: four elementary schools (#84, #226, #159, #156); two junior high schools (#180, #239); and one senior high school (#70).

This project concerns career education, not as an adjunct to existing programs, but as the totality of the curriculum implemented by an interdisciplinary approach. The curriculum, therefore, focused continuously on the career development of each student. Finally, community and home resources were significant to the accomplishment of the goals of the project.

Because an understanding of the career education concept was vital to the success of this program, staff training constituted the initial phase of this project.

The preparation of staff was accomplished through in-service education programs. These programs were developed by using the expertise available in the Baltimore City Public Schools in conjunction with local colleges, universities, and community resources.

Since competence in the communication and computation skills is requisite to the development and maintenance of self-esteem and is necessary for the success of an individual both in and out of school, it was mandatory that the early elementary level assume responsibility for the development of these competencies. At the same time, all students at this level were introduced to the world of work through the content areas. Concurrently, students will be given experiences to help them gain skills in decision-making.

As the student moves on into the upper elementary level, his self-image will be enhanced by having experienced success. Because his view of his environment will be more sophisticated, the school will interpret to him the social, economic, and political forces that influence his life. In order to become a productive citizen he will be made aware of career opportunities and will acquire decision-making skills.

An interdisciplinary team, consisting of teachers and counselors worded to develop curriculum utilizing the cluster concept. They also provided instruction and guidance relevant to the personal development and career exploration needs of the individual junior high school student.

In an effort to strengthen the educational program in the designated high school, plans for a pilot cooperative education program were developed with the Community College of Baltimore. Alternate means of completing high school requirements were developed with community college personnel.

The project staff assisted the project manager in developing in-service education for the staffs of the seven participating schools. The target population was as follows; elementary - one teacher from each grade level and all senior teachers; secondary - one teacher from each curriculum area and all department heads. The goal being to train certain staff members to be disseminators. Additionally, the project staff examined curricular content for its relation to career education, assisted in the identification of outstanding staff compentencies and in the identification of the roles of supportive services. The staff also developed plans for continuous community orientation and involvement.

Several techniques were used to accomplish the stated goals and objectivesof the project; (1) the project staff sent monthly progress reports to project manager (See Appendix A) (2) the project staff conducted mini-workshops within the participating schools (3) the project manager met with curriculum teams for the purpose of conducting in-service via mini-workshops. An interdisciplinary guidance team was established and functioned at each of the junior high schools.

Inter-visitations provided another technique for informing the career education staff of current trends in career education. Field trips were taken to near-by counties and practitioners in the area of career education demonstrated and talked to the project staff relative to the goals and objectives of career education.

Among the materials utilized in the project were the following:

1. at the elementary level: Baltimore City Public Schools revised social studies unit; Our Working World Series SRA; Popeye Comic's Series King Feature Inc.

(2). at the junior high level: The Industrial Arts Curriculum Project IACP); Our World of Work Educational Design Inc. Career Information Kit SRA.

(3). at the senior high level: The Occupational Outlook Handbook; The Manpower Report of the President; Bureau of Labor Monthly Report; Baltimore and Maryland Employment Trends; SRA Economic Games; Interest Inventories etc.

In addition to the examples cited above, curriculum materials currently in use were examined for relevance to career education and local newspapers and periodicals were used regularly.

Results and Accomplishments

I. In-Service

A "Career Education Workshop" was held at Violetville Elementary School #226, July 8-29, for teachers and counselors of the seven participating schools in the project to enable a "leadership cadre" from each school to become more knowledgeable about career education and more proficient in planning, implementing and evaluating career education. To also enable this "leadership cadre" to provide by fusing into the existing curriculum a continum of activities which will foster the concept of career education. The workshop addressed the following:

1. The Philosophy and Role of Career Education.
2. Overview of Project And Rationale.
3. Overview and Systems Approach to Career Education From The Point of View of Educators in Prince Georges County.
4. Curriculum Development And Integration of Career Education in Subject Areas.
5. Effective Utilization of Instructional Materials.
6. The Job-Cluster Concept And Its Curricular Implications.
7. Effective Utilization of Calling Careers Series.
8. Learning Stations as an Effective Tool in Providing For The Concepts of Career Education.
9. Effective Utilization of Community Resources in Career Education
10. Evaluation Techniques.
11. The Development of a Strategy For Implementing Career Education into The Total Educational Program of Each Participating School.

Several techniques and methodologies were employed in an effort to reinforce main ideas presented, for example:

1. Field Trip to a Worksite.
2. Action Projects (develop materials and activities, apply, evaluate).
3. Lecture Discussion

The following kinds of instructional materials were used:

1. Charts and Displays
2. Films
3. Filmstrips and Slides
4. Slide/tape Presentations
5. Transparencies

The breakdown of attendance was as follows:

1. Elementary Teachers	22
2. Junior High School Teacher	21
3. Senior High School Teachers	9
4. Department Heads	3
5. Counselors	3
6. Total	

(See Appendix B)

School Store

Two elementary schools opened a school store. The sixth grade classes in the two schools did an in depth unit on economics concentrating on the economic concept that relates to the organization and operation of a school store. The interdisciplinary focus of career education was effectively stressed in this activity as all areas of the curriculum were used in the development of the store. The academic skills that were developed in each curriculum area were listed in sequential order by the participating teacher and the career education resource teacher (See Appendix C).

As an outgrowth of this study of merchandising came a request from the student's at one school, to form a corporation and manufacture a product. The outcome of this request was the formation of the Sixth Grade Publishing Company, which in April, 1975, published a cookbook entitled "What's Cooking in Violetville Kitchens?" The profit from the sale of the cookbooks allowed the students to finance educational tours for each class in the school.

Resource Centers

Each school has a resource center where new material is constantly being previewed and added to the center if found useable. Wide use is being made of the free material to educators. The centers have lists of available materials which provide teachers, librarians guidance counselors and others a detailed description of each item. Career Education resource teachers have designed a workable system to catalog and control the flow of material in and out of the centers. In some instances as an in school work-experience youngsters are trained to facilitate this procedure. Most resource centers are equipped with learning stations, learning packages and other individualized techniques for helping youngsters learn.

Club Activities

Many career related clubs were established at both the elementary and junior high school levels. The primary purpose of the clubs was to stimulate students interests, identify special skills and talents also to help the student become more aware of careers and career clusters. (Example: Cooking Club - dietician, chef, baker etc.) Related basic skills have been identified and correllated with each club. (See Appendix) Local community people in many instances acted as co-sponsors of the clubs. Community resources have also been made available, for example; the community recreation center has made available the swimming pool and the instructor for the Swim Club. The classroom reacher teaches water safety and the swimming instructor teaches the student how to swim. This joint effort on the part of the school and the local community has been rewarding.

Development of a Pilot Cooperative Education Program With The Community College of Baltimore

In order to strengthen the education program at the high school level alternate means of completing high school requirements were developed with the local community college. The project manager, career education counselor and appropriate Community College of Baltimore personnel conducted a series of meetings for the purpose of developing strategies for the establishment of a cooperative education program with the community college.

Arrangements were made for a payment plan for the students and also used books were made available for purchase - all in an effort to keep expenses at a minimum. The students were quite enthusiastic about taking a college course while in high school. There is no question but that more students would have enrolled had we been able to reconcile their present class schedules with the time the class was being offered. If the college course could have been built into the class schedule for the next year, many more students would be given the opportunity to begin earning college credits.

Exploratory Work Experience Program

A student enrolled in the Exploratory Work Experience program receives school credit but does not receive any pay for the time he spends at the job site. The reason for this is that the student is only exploring through direct observation different occupational areas that he may be interested in pursuing as a career. Additionally, an opportunity is given the student to experience an alternate method of learning. The students enrolled in this program represent a cross section of the school population. In order that the student view his time on the job site as an extension of his schooling, stategies have been developed to correllate job skills with related academic skills. Two methods for operating the program were developed by the project staff:

1. In-school work experience, A selected group of students were divided into three groups with one group working on Monday, one on Tuesday and the third group on Wednesday. Each group was on a job site one day and in class four days during each week. Thursday and Friday all students attend class participating in weekly seminars. (See Appendix E)for examples of In-School Experiences and Skills).

2. Community based Work Experience, The same criteria for selecting students for the In-School Work Experience Program is used to select students for the "Community Based Program". These students, however will come to school one week and work in the community one week.

   Correllation of Job Skills, The career education teacher will examine the daily logs kept by the students, note skills learned on the job, correlate these skills with the academic skills, and communicate with the subject area teachers. On the job, all students will not all be expected to perform the same skills. There are, however, skills which are common to all job experiences such as oral communication, following directions, accepting responsibilities, developing positive human relationships, demonstrating acceptable behavior, and

attitudes, identifying and solving problems, etc. In the classroom, these common skills will be reinforced. Specific job skills will be correllated with specific subject area academic skills and content. The subject area teachers will work closely with the career education team in planning and providing for instruction in the needed skill areas.

Evaluation, Each employer/supervisor will be asked to record the daily attendance of the student and to report any absence to the school on the day on which it occurs. In addition, each employer is asked to keep a written daily attendance record. At the conclusion of two working weeks, once a month, each employer will be asked to rate the student's performance and attitude. The rating form will be reviewed by the principal, career education team and classroom teachers before being placed in the student's work file.

The career education counselor will visit each job site to observe the student and to discuss his/her progress with the employer/supervisor at least once a month. A written evaluation of the visitation will be shared with the principal, career education teacher and classroom teachers before being placed in the student's work file.

The classroom evaluation of the students' progress will be the responsibility of the various subject area teachers. Students who participate in the work program are expected to meet the requirements of the classroom teachers.

The Counselor's Role in The Work Experience Program

The counselor's role in the project began with the identification of students who might benefit from the work-study experience. This was done by inspecting scholastic and attendance records to spot the average student with poor attendance who also may be a disciplinary case. This preliminary screening had to be followed by one or more interviews with each of the potential candidates for the project, in order to determine whether the work-study experience might meet the needs of the individual.

The students thus selected were presented information about the project, counseled in groups, and encouraged to discuss the project with their families. Parents of these students were given detailed information about the project and were invited to discuss their concerns with the counselor before they were asked to give written permission for the student's enrollment in the class.

Students in the work-study program require supportive counseling individually and in groups on a regularly scheduled basis, as well as emergency or immediate help with decision-making. The counselor had to be available for encouragement and reassurance to help these students begin to view themselves and others in a positive fashion. As the typical work-study student began to rid himself of his negative self-concepts, the counselor had to assist him in developing self-understanding.

The basic difference between the counselor's role with this group of students and his role with other ninth grade students was one of degree and intensity. As a follow-up procedure the counselor alerted the senior high school counselor about these students - their background and experiences, checked their progress in high school, and was available for telephone calls and/or visits from these former students while they continued to need support.

Volunteer Intern Program

I. Description of Program

The Volunteer Intern Program was initiated and put in operation at Southern High School during the 1974-75 school year. It was part of the Career Education Project which involved schools in Region IX. This program enabled senior students to leave school one day a week to pursue career areas which were of interest to them. The original intent was to have students excused from school on a full-time basis for a short period of time, but this was not feasible as class schedules were set and it was not possible for students to be absent for extended periods without seriously interferring with their school work.

Fundamental to this program is the belief that the working community has something to offer students which can be considered a valid educational experience.

Fifteen Interns spent one day a week at the University of Maryland Hospital during the second semester. They were assigned to five areas after being interviewed by the Director of Volunteer Services. Each was assigned to an area which related to his or her career interest. (See Appendix F). There is no effort to have money for their participation because the emphasis is on the educational aspect rather than on a concern for production as a means of generating income.

II. Rationale

The State Department of Education in its stated requirements for graduation from high school in Maryland has stated that, "Work and experiences outside the school are recognized as valid ways of learning."Time spent in such activities may be counted as a portion of the specified clock hours required for credit when identified as an integrated part of a planned program.

In its declaration of educational objectives it further states, "Maryland is committed to providing a program of education for all youth of secondary age. It must be broad in scope and flexible enough to offer each student the opportunity to explore particularly appropriate fields of learning."

Not all students will have identical educational experiences, nor will they achieve equally in all learning activities. Rather, each student should have an educational program commensurate with his or her needs, abilities, interests, and concerns."

These statements clearly provide the opportunity and the charge to living creativity and flexibility into our school programs. The Voluntary Intern Program does provide a wide range of educational objectives. Every Intern will not be in a situation which will provide exposure to all the objectives, but nonetheless the Intern experience is such that the student will benefit from a combination of the best elements of classroom analysis with actual experience in the working world.

The VIP is designed as an extension of the classroom learning situation in an environment which provides the student with the opportunity to explore career interest areas and to experiment in a actual work situation. Traditionally, students in the General and Academic curricula have not had the opportunity to participate in or be exposed to work experiences related to their classroom courses and their specific interests. Work Study programs are generally directed to the Business and Vocational students, and the curricula are designed around these students being absent from class for extended periods of time without penalty. The program (and schedule) for academic and general students does not allow for periods of absence from classroom work, and therefore by design, does not have built-in flexibility which would allow activities outside the classroom itself.

The classroom environment is essentially one of assimilating information and applying concepts within the confines of a classroom laboratory. To really see the relationship of what is learned in the classroom and how it is applied, one has to be in the actual work situation. By having actual rather than vicarious experiences, the student is taken out of the textbook and into the working world that a book is never able to fully or adequately describe for the student. The opportunity for the student to actually apply what he has learned, and to test his career interests will result in an increased awareness on his part of what is involved.

From this, he can make more valid and, therefore, individually more profitable and satisfying career decisions. No amount of career literature that is available to students can provide an adequate or realistic experience. As volunteers in such a program, students will be provided the opportunity to observe, study, and actively participate within their own self-defined specialized areas.

III. Intern Responsibilities

Seventeen Interns participated in the program. All students were enrolled in the College Preparatory curriculum with the exception of three students. Two of the three students eventually dropped out of the program. The students were assigned to the following units: Pathology, Out-Patient Pediatrics, In-Patient Pediatrics, Adolescent Care, General Out-Patient, Information Center, and one of the Surgical floors.

Students were required to complete a daily log (See Appendix F), and an evaluation form at the end of the semester. The career counselor met with each student individually for the first three weeks to ensure that there were no problems. The Director of Volunteer Services required the students to report to her office each day and in that way was able to talk over any problem or generally be of any assistance. It was not possible to meet as a group as often as the counselor wanted but in spite of schedule problems, meetings were held 4 times during the semester.

The Director arranged for students to observe surgery and autopsies whenever students expressed an interest. A seminar was also conducted by the chaplain to talk with students about death and the dynamics of illness so as to help students in dealing with patients.

The students provided their own transportation and were not reimbursed for any costs incurred relative to their participation.

IV. Student Evaluation (See Appendix F)

The students were asked to complete a questionnaire which would give the project personnel an idea as to the relative success of the program. More importantly, it was to provide an opportunity for students to express their thoughts about the program whether they be negative or positive. The questionnaires contained

the names of the students, but this did not hinder their responses as they were an outspoken group of students and quite mature in their thinking and behavior.

Analysis - Student generally volunteered for the program because they felt it offered a different kind of educational experience out of the school setting.

The most frequently articulated response to question 3&4 was the feeling of freedom and flexibility in this program as opposed to the school setting. They expressed a feeling of being treated as an equal in terms of handling responsibilities and how they were viewed by adults.

Most students would have liked to meet more frequently in order to share problems with other students is well as sharing what they were learning. All students indicated their desire to repeat such an experience although most expressed a desire for more responsibilities. For some students the experience helped to clarify career goals, and for some it was enough to feel that they were being productive and helping other human beings.

V. Supervisory Evaluations (See Appendix F)

Students received extremely favorable evaluations from the supervisory staff. In two cases where the students had switched assignments it was not possible for the supervisors to evaluate the student. The following is a tally of the ratings received by the students.

The Director of Volunteers was very pleased with the program. (See Appendix F). The hospital had not attempted such a program during the school year with a high school so it was not clear just what the best procedure would be to follow. A number of problems were identified which will allow for a better use of both the talents of the students and the resources of the hospital should such a program be continued.

VI. Counselor Evaluation

The two factors which prevented implementation of the Intern program as originally envisioned were the hesitancy of the school administration to excuse students from school on an extended time basis, and the absence of funds to properly arrange placement of students and supervision after placement. There was a great deal of interest and willingness on the part of the student to participate,

but in order to develop sufficient numbers of placement sites, certain expenses would have accrued which the project could not pay. On-site supervision would add further to these expenses so it was decided to limit the number of students and the placement site to the University of Maryland Hospital.

The students Interns were as fine a group of students one would find in a high school. All were taking a full schedule at school, were active in extra-curricular activities, some had jobs, and seven were enrolled in the Psychology course taught by Community College of Baltimore.

The factors motivating the students to participate were their interests. Some students were able to get much more from their experience depending on the work load and the interest of the supervisor in delegating responsibility. Even though most students had some type of work experience, this was their first situation where they were on "equal" terms with co-workers who were professionals in their field. They responded to this challenge with a maturity and insight into behavior which seemed particularly adult. In our discussions of events and people with when they came in contact, the students were able to analyze their own reactions and feelings which ultimately led to resolutions of problems and learning about themselves.

Conclusions

The objectives of the Intern program were achieved in that:

1. It was obvious that their sense of self-worth was greatly enhanced; they found that they were accepted by adults in a peer relationship; and they were able to experience the rewards of helping other people.

2. Students were able to have the exposure which either reinforced their career goals or helped identify careers which heretofore had not been of interest to them.

VII. Recommendations

There is no question of the validity of the Intern program in terms of educational objectives. This was so even with the limitations previously

identified. It is difficult to make recommendations for a program which will not be in operation during the coming school year so I shall make them in the context of general opinions.

1. The Intern program should be a separate budgeted item in any school or project budget. (For reasons already stated).

2. The program should be identified as a course offering thereby eliminating the problem of students missing classes while on assignment. As a course offering, high school credits can be allowed.

3. The program should operate during the first semester of school in order that it not conflict with the many activities relative to graduation.

4. Provisions should be made to pay the transportation costs incurred by students.

Coppin State College Workshop

A three day workshop was held in March to orient the faculty of the education division of Coppin State College and the senior student teachers to the objectives and goals of career education and to suggest instructional strategies which would help in the integration of career education concepts into the curriculum. On-site school visitations - demonstrations on all levels and in all curriculum areas were considered by the participants to be the highlight of the workshop. (See Appendix B) After each lesson time was allocated for a critique session. This phase of the session was quite valuable because it provided an opportunity for the workshop participants to question indepth the teacher regarding procedure and career education concepts. It is hoped that this workshop will be a first in a series of workshops conducted for the faculty and student teachers of Coppin State College. A total of one hundred and ten (110) faculty members and student teachers participated in the workshop.

Conclusions, Implications and Recommendations For The Future

Conculsions

There is little doubt that the program as described has been quite a success. Everyone associated with the program has lauded its merit. The instructional staff at each of the seven participating schools, their respective principals, other resource teachers assigned to the school and last but certainly not least of all the parents and students were vocal in their endorsement of career education as an innovative program which has made an inimitable impact on the educational programs of the youth enrolled in the seven project schools.

The instructional staffs in the project schobl view career education as the vehicle thru which one can successfully revitalize the existing curriculum. It is also seen as a philosophy of education which embraces the ideology that their are alternative ways of learning for youngsters. When subject matter is made more relevant and youngsters are able to discern for themselves, as opposed to being told, the need for certain courses in school, more understanding, a higher level of achievement in the basic skills and less disruptive behavior (because of student involvement) become the norm rather than the exception.

The Maryland State Department of Education as stated in the Maryland State Department of Secondary Standards, places a major emphasis on career education and varied learning experiences and sites. It encourages career related experiences, particularly those involved with learning on the job.

While there have been and are a number of work study programs throughout Baltimore City and the State of Maryland, in these programs the students are generally selected and receive some form of renumeration. The work experience program at the two junior high schools is unique in that it did provide the students the opportunity to join the program on a voluntary basis and did not provide nor permit any monetary compensation for the learning experiences offered during the course of the school day. The students however, were given credit toward graduation for the time spent on the job site.

Parental involvement has been increased to a measurable degree. This involvement has been in a planned systematic way not previously done before. The talents and strengths of parents and local community people were utilized in such a manner that much was gained by all concerned. (See Appendix G).

Implications

Implicit in the reactions of parents, student, community people and the educational staff is the overiding fact that career education would provide the impetus for change needed in education to equip youngsters for today's changing would. It would provide youngsters with a learning environment conducive to enabling an individual to know himself and to fullfill himself as a fully capacitating, self-motivating, productive member of society.

This concept of career education means each person who attends school will be a wise consumer of education and will leave school with an awareness of himself and the many career options available to him. He will be prepared according to the goals he has set for himself.

Recommendations

Career Education is so vital to the development and preparation of students for life that implementation must immediate and systemwide. The concern that yesterday's educational programs cannot meet the needs of today's youth has been expressed by students and members of the business-community. Inherent, in this concern is the strong belief that change is needed and that staff at all levels want to be involved in the development of a more appropriate curriculum.

Staff

It is, therefore, recommended that the concept of career education be developed via- in-service training for all school personnel. One staff member should be designated as the one to coordinate efforts in this direction and should be assigned to the Division of Instruction and Curriculum Management work directly with the Instructional Development Teams.

It is also recommended that the Baltimore City Public School System initiate procedures for working cooperatively with local colleges and universities in the development of more effective teacher education programs. An attempt to initiate such procedures was made in this project the results were overwhelming. (See Appendix H)

The B.C.P.S.S. and the community cooperatively develop an in-service education program that will provide staff with information concerning the public and private sectors of the employment community.

Also recommended is that elementary teachers be encouraged to teach at varying grade levels and that on the secondary level subject content be presented in a cross-curricular, interdepartmental approach wherever feasible. It is hoped that teachers be involved in team planning efforts for program modification.

Curriculum

Alternate Learning Situations

For a long time, great emphasis has been placed on the educational needs of the individual learner. Educators are developing increasing awareness of the importance of recognizing the individual differences in interests, abilities, and learning styles of the students who are enrolled in our schools. Although individual schools and teachers have addressed themselves to this problem, there has not been a consistent, systemwide effort to make adequate provision for all students, in view of the fact that they represent such a wide range in diversity according to needs, interests and abilities. Career education provides the sequential developmental strategies to accomplish the afforementioned goal. Career education would provide a learner the opportunity to work in the learning situation which fosters his highest development. In keeping with this goal it is recommended that a thorough study of the new Maryland State Secondary School Standards for graduation be made in order to broaden the scope of educational opportunities, to offer alternatives to the traditional school learning environment, and to effect relevant curricular choices.

Students

It is recommended that plans be developed with counselors to provide all students with an understanding of all curricular options available in the B.C.P.S. of opportunities for program adustment, and of how their choices will affect them personally.

Summary

In summary it is recommended that all educational programs be evaluated immediately, so that those which no longer have relevance or use can be discarded and those which show promise can be modified and also a system of continuous evaluation and follow-up from school to school to provide for necessary curricular and instructional change. New programs should be developed which will meet the needs of students in a post technological society.

Appendix A

Progress Reports - Team Members

Items to be addressed

1. Typical weekly schedule of school contacts.

2. Identify number and grade level of teachers actively involved.

3. Brief summary of groups contacted in school periphery; i.e. parents, business, agencies, etc. and nature of that contact. (Note: This applies to all elementary staff members and counselors only on the secondary level.

4. Brief summary of groups contacted within the school i.e. teachers, department heads etc. and nature of that contact. (Secondary teachers on the team).

5. Description of any parent and/or business group formed under your (or teacher/school) direction. (Counselor)

6. Description of any pre-exposure sociametry you have suggested to be administered by teachers of self, i.e. (interest inventories, attitude scales, occupational checklists, autobiographies, etc.). (Counselor)

7. Cite the number and audience of any in-service meetings or presentations in which you have been involved.

8. Description and number of resource tools and personnel employed on a regular basis.

9. Briefly (in narrative form) discuss any success and failures as they have occured both in application of concept or utilization of human and material resource.

Appendix. B

The following pages include the agendas of the workshops held for training staff.

Agenda

Date : Tuesday, March 4, 1975

Place: Carroll Park Junior High School #9
1300 Herkimer Street (21223) Region 9

Principal - Arnold Mermelstein

Regional Superintendent - Dr. J. R. O'Wesney

Career Education Workshop Purpose:

To orient the faculty of Coppin State College to the objectives and goals of career education and to suggest instructional strategies which will help integrate career education concepts into the curriculum.

9:30/10:00 General Registration - Student Teachers, Faculty, Guests

10:00/11:30 General Session

Presiding - Mrs. Audrey S. Allen - Project Manager - Career Education - Region IX - Baltimore City Public Schools

Greetings - Dr. J. R. O'Wesney - Regional Superintendent - Region IX

Greetings - Dr. Charles D. Sanders - Dean - Education Division - Coppin State College

Coppin Professional Week - Dr. Geraldine R. Waters - Acting Director - Student Teaching

Coppin Career Education Focus - Mrs. Edith S. Gordon - Chairman - Career Education

Overview of Career Education Project - Region IX - Mrs. Audrey S. Allen - Project Manager

Guidance and Counseling in Career Education - Mrs. Carolyn Boston - Coordinator - Office of Guidance and Placement

11:30/11:45 Reaction and Response

11:45/12:00 Summary and Preview of Afternoon Session

12:00/ 1:00 Lunch Break

PARTICIPANTS MAY BE SERVED IN THE SCHOOL CAFETERIA SPECIAL ARRANGEMENTS HAVE BEEN MADE.

1:00/ 3:00 Career Education in Today's Curriculum - Dr. Rebecca Carroll - Assistant Superintendent - Division of Instruction and Curriculum Management - Baltimore City Schools

Reaction and Response

Vocational Education in Career Education - Mr. Paul Harris - Coordinator - Office of Vocational Program Development

Summary

Dismissal

Schedule of Demonstrations

March 6, 1975

Time	School	Grade Level & Curr. Area	No. of Visitors
9:30/11:00	#159	Grade 6 - Mathematics Kindergarten (2) Early Admission Club Activities - Reading Language Arts - Social Studies - Health	30
9:30/11:00	#239	Language Arts (Communications Unit) Work Study Program (Community Based) Grades 8-9	30

Time	School	Grade Level & Curr. Area	No. of Visitors
9:30/11:00	#226	School Store School Bank Grades 4-6 Reading - Mathematics - Arts - English - Language Arts	30
12:00/1:00	#180	Grade 7 - Social Studies (Urban Studies) Grade 9 - Social Studies (Ancient Civilizations) In School Work-Experience Program	20

Time	School	Grade Level & Curr. Area	No. of Visitors
1:00/2:00		Grade 1 - Language Arts	45
		Grade 1 - Mathematics	
		Grade 3 - Social Studies	
		Grade 5 - Mathematics	
		Grade 6 - Social Studies	
		Special Education - Social Studies	
		Tour of Resource Room and School Store	

* TIME WILL BE ALLOCATED AFTER EACH VISITATION FOR A CRITIQUE SESSION.

Tuesday, July 16, 1974

Career Education Workshop

Purpose: To enable a "leadership cadre" from each school to become more knowledgeable about "career education" and more proficient in planning, implementing and evaluating career education. To also enable this "leadership cadre" to provide by fusing into the existing curriculum, a continum of activities which will foster the concept of career education.

Participants: Teachers and counselors from the 7 participating schools, #70, 180, 239, 84, 169, 226, 156.

Leaders: Linda Vogel, Peggy Jackson, Patricia Morris, Gwendolyn Browne, Joseph Hines, Laureen Ritter, Shirley Hargrove, Evangeline Batterton.

Chairman: Audrey S. Allen - Project Manager - Career Education

Place: Violetville Elementary School - 1207 Pine Heights Avenue

Date: July 16-29
Time: 9-12 o'clock

9:00/ 9:15 Registration

9:15/ 9:30 Introductions

9:30/10:30 Statement of Purpose and Outcome
Welcome: Audrey S. Allen
Pre-test

10:00/10:15 Distribution of materials, agenda and procedures

Break

10:15/11:15 Keynote Address - Dr. Rebecca Carroll - Assistant Superintendent of Instruction and Curriculum Management

11:15/12:00 Reactions and Brainstorming
Film - Career Education
Questions for Reaction

1. Is career education a curriculum or a technique?

2. Is career education more than learning about jobs?

3. Can you cite one classroom activity that you have directed or observed this year which was career oriented?

What is the philosophy and role of career education?

a. What career education is?

b. How it is integrated into the total education process?

c. Humanistic importance of career education.

d. Economic implications of career education.

Evaluation

II.

9:00/10:00 A. Overview of Project and Rationale

1. Explanation - Goals and Objectives of Project.

2. Discussion - Objectives of Career Education.

a. Self-Awareness

b. Skills

c. Economic Understanding

d. Attitudes

e. Career Awareness

3. The Role of The Career Education Resource Person.

4. The Role of The Counselor

Reactions

10:00/10:15 Break

10:15/11:00 B. Region IX. What Is It Like?

1. People

2. Geographically

3. Business and Industry - William Jennings - Community Student Affairs Team Region IX

11:00/11:15 Reactions

11:15/11:50 Career Education Concepts

What Are They?

How Can They Be Used?

11:50/12:00 Evaluation

III

A Systems Approach to Career Education

9:00/10:15	An Overview of Career Education in Prince Georges County-Education in Prince Georges County K-12
	Dr. Lee Bowen - Supervisor of Career Education
	Theresa Gushee - Career Education Resource Teacher
	Charlotte Gustenson - Guidance Counselor
10:15/10:30	Reactions
10:30/10:40	Break
10:40/11:30	An Overview of Career Education in Anne Arundel County K-12
	Bob Jervis - Coordinator - Career Education
11:30/11:45	Reactions
11:45/12:00	Evaluation

IV

Effective Utilization of Instructional Materials

9:00/10:00 Our Working World - Jack Kilchenstein
(This series will be the basic test used on the elementary level).

The following topics will be address:

1. How does Our Working World carry out its career education commitment?

2. The fundamental ideas of career education which underlie the activities in Our Working World Series.

3. The career education concepts developed through the activities in Our Working World.

Reactions to the following characteristics of the career education strand of Our Working World.

1. Value oriented
2. System oriented
3. Social-reality oriented
4. Problem-solving oriented
5. Time oriented
6. Space oriented
7. Future oriented

10:00/10:30 Examination of materials

10:30/10:40 Break

10:40/11:30 The Industrial Arts Curriculum Project

The World of Manufacturing

The World of Construction (This series will be used on the Jr. High level).

Mr. James Goodwin - Coordinator of Industrial Arts

11:30/11:50 Reactions: Examination of materials

11:50/12:00 Evaluation

V

Curriculum Infusion - How Career Education is Integrated into the Total Education Process.

9:00/10:00	Curriculum Infusion -	Theresa Gushe - Prince Georges County Dr. Lee Bowen - Supervisor Career Education - Prince Georges County
	a. Definition	
	b. Examples K-12	
10:00/10:15	Reactions	
10:15/10:30	Break	
10:30/11:30	Curriculum Infusion - How To Do It?	
	a. Elementary	
	b. Secondary	
11:30/11:45	Reactions	
11:45/12:00	Evaluation	

VI

Curriculum Infusion - Practice Session

9:00/11:30 Practice Session

Divide into 2 groups - elementary and secondary. Each person will select a unit from their respective curriculum guide. Based on the steps presented, and using the activity sheets in the packet develop activities that can be used in September.

The Career Education team members will be available as resource people during this activity.

11:30/11:45 Sharing

Volunteers from each group, elementary and secondary will share activities developed.

11:45/12:00 Evaluation

NOTE: A fifteen minute break will be allowed during this activity.

VII

Effective Utilization of Community Resources In Career Education

9:00/ 9:30 Major Benefits of Community Involvement

Brainstorm: Divide into groups of 5, discuss the following:

a. Benefits to students

b. Benefits to the community

Each group will select a recorder

Career Education team members will act as facilitators

Compare lists and share

9:30/10:00 Using Resource Persons

1. Definition and Purpose of Resource Persons
2. Sources of Resource Persons
3. Working with Resource Persons
4. Problems and Solutions in Using Resource Persons

Evaluation

Using Field Trips

1. Definition and Purpose of Field Trips
2. Identifying Local Field Trip Sites and Related Curriculum Areas
3. Arranging a Field Trip
4. Problems and Solutions in Field Trips

10:00/11:15 The group will take a field trip keeping in mind the criteria discussed relative to field trips.

Sealy Mattress Manufacturing Company
3901 Washington Blvd.
Beltway - Sulfur Spring Road and
Washington Blvd.

11:15/11:30 Return to school

11:30/11:50 Evaluation

Thursday, July 25, 1974

The Cluster Concept

9:00/10:15 Career Clustering

1. Definition of Career Clustering.
2. Examination of The 15 Clusters and Examples of Related Jobs.
3. Making Provisions For Exploratory Work in Cluster Areas.
4. Relating the Curriculum to a Specific Cluster.

Reactions

Group Activity

Each person will receive an Activity Sheet - Match The Job With The Cluster.

Sharing

10:15/10:30 Break

10:30/11:30 Effective Utilization of The Calling Careers Series

1. Explanation of the Manual
   a. Pre-viewing activities
   b. Post-viewing activities
2. Show Film - "Manufacturing"

11:30/11:45 Reactions

11:45/12:00 Evaluation

X

9:00/10:00 Developping Strategies for Implementing Career Education.

What steps do you feel are necessary for implementing a Career Education Program in your school that would impact the entire curriculum?

Procedures:

1. Separate into groups according to school.

2. Select a recorder.

NOTE: The Career Education team member will act as facilitator.

10:00/10:30 Sharing

The groups will reconvene and share the plans developed and discuss any concerns related to implementation.

10:30/10:40 Break

10:40/11:00 Post-test

11:00/11:15 Evaluation

11:15/11:30 Awarding of certificates

11:30/12:00 Remarks

Friday, July 26, 1974

Learning Stations as an Effective Tool in Providing for The Concepts of Career Education

9:00/ 9:30 I. Disseminate information indicating the criteria for making learning stations.

Discuss:

a. Considerations in Using Learning Stations.

b. Learning Stations in a Self-contained Setting.

c. Implementing the Use Of Learning Stations in the classroom.

9:30/10:00 II. Learning stations developed in each grade level (elementary) and each curriculum area (secondary) will be presented and evaluated in relation to existing criteria.

10:00/10:15 Break

10:15/11:30 III. Practice Session

Group will sub-divide according to grade level (elementary and curriculum area (secondary).

Individual learning stations will be made to be used in the fall.

11:30/12:00 IV. Evaluation and Sharing

Groups will reconvene for the purpose of evaluation and sharing.

NOTE: The members of the "Career Education" will act as resource persons during the activity part of this session.

Appendix C

The following pages include the steps used in developing the school store. Skills have been identified in all curriculum areas. Included also are the forms used by the students in the operation of the store.

School Store

Step 1 - Initiation of Unit

Discussion of kinds of business

a. retail business

b. retail stores

c. school store

d. wholesale business

Step 2 - Letter Writing

Letters were written to various companies to ask for price lists, articles sold, delivery time, etc. for supplies for a school supply store. Also letters were written to representatives of a few chosen companies to bring samples and talk to class about purchasing supplies.

Vocabulary Development

Consumer, variety stores, clothing stores, discount, food chain stores, speciality shops, retail stores, wholesalers, department stores, producers, consumers, goods, services, etc. (These words were incorporated in spelling lessons).

Step 3 - An election was held, in which the whole school participated, to choose the name for the store. Ballots were printed and election judges chosen. Officers of the business were elected - Manager, Assistant Manager, Sales Manager, Secretary, Treasurer, Advertising Manager.

Step 4 - A loan was negotiated with the P.T.A. A bank checking account was set up. A neighborhood merchant was identified as an advisor.

Step 5 - A list of supplies needed for opening the store was compiled. A place for storing stock was procured. Using the wholesale prices, deciding on a o/o mark up, the sales price of each article was determined. (see price list) A tour was made of neighborhood stores for price comparison.

Step 6 - Forms necessary for bookkeeping for such a business were designed - (attached). Bank record, sales record, inventory control sheets, sales checks, employee's work sheet.

Step 7 - The opening date was determined supplies were ordered. A program for the opening date was begun. Paragraphs were written by children and an original poem was composed. The guest list was prepared. Invitations were designed and sent out. Posters advertising the opening were designed and carried out. a contest was held to determine the school mascot to be used on printed articles. The reading teacher worked with remedial children to write an original story about the store.

Step 8 - Work schedules were set up

Sales Help

Cashiers

Stock personnel

Store was opened. - Another class catering refresh. Identification badges were given to all store workers.

Step 9 - Monthly meetings are held to evaluate progress.

Career Education Concept - Worker Roles Are Interdependent

Unit - 6th Grade - School Store

Art

- Make posters to advertise store
- Make posters for special promotions
  New articles
  Articles not selling well
  Christmas articles
- Designed invitations to opening
- Designed programs and decorations

Skills Development of

- Facility in the use of a vanity of art materials
- Ability to express personal feelings and experiences
- Awareness of and ability to use design elements expressively

Eng.& Lan. Arts

Let. Writ.

- Write letters to various companies to ask for price lists, articles sold, delivery time, etc.
- Wrote invitations
- Addressed envelopes
- Wrote program

Skills Development of

- Ability to write a clear, complete sentence
- Ability to write a clear, effective paragraph with a series of related sentences
- An awareness of the sentence as a unit of thought
- Ability to use correct grammar in written expression

- Ability to use correct punctuation and capitalization in written expression

- Ability to write a business letter correctly and address an envelope correctly

Spell.-& Handwrit.

Skills Develop

- Ability to spell correctly and write legibility with sufficient fluency and efficiency to accomplish his purpose.

Listening - listening to representatives of companies explaining supplies carried by company, description of supplies and wholesale and retail prices.

Skills - Develop ability to

- Understand ideas

- Interpret ideas

- Evaluate ideas

Oral Express. - Asking questions of representatives

- Calling on telephone for prices or list articles sold by company

- Interviewing teachers to determine what should be sold in the store

- Making announcements to advertise

- Interviewing business men in neighborhood who run a store - to determine various kinds of stores and problems which are alike and different in running various kinds of stores

- Conducting meetings of officers of the company

- Engaging in conversation with customers in store

Skills - Developing

- Ability to organize ideas for speaking
- Increased vocabulary to express thoughts related to new experience
- Improved speech as a result of new opportunities to speak publically
- Ability to conduct meetings and gain social competence in the use of language in an organized setting
- Ability to spontaneously exchange ideas in a working situation as customers of workers
- Ability to give directions and explanations
- Ability to use telephone conversation as a two-way process of listening and speaking and proper handling of telephone and telephone directory
- Ability to report information accurately
- Ability to interview a person who has a special skill, knowledge or experience and obtain accurate information

Reading

- Read letters, price lists and description of articles received from companies
- Read library materials relating to starting and carrying on a retail business
- Read newspaper advertisements for stores and employment ads for store workers
- Read advertisements to get an idea of how public buying could be influenced by these

Skills - Development of

- Independence in word recognition
- Competence in basic thinking skills
- Knowledge of how and where to find information related to a topic
- Technique for summarizing and organizing information found

Math.

- Set up lists of wholesale prices of different companies for comparison
- Calculate number of articles needed and price for each group of items
- Calculate wholesale and retail price per article
- Set up books for store including -
  bank record
  sales record
  inventory
  workers hours
- Make a comparison of prices in other stores for articles to be sold
- Calculate sales tax, make a sales tax chart
- Count articles as they come from companies and record
- Take money and make change for purchases
- Make graphs to show sales

Skills - Developing

- Ability to count and record accurately
- Ability to choose the units of measurement appropriate for each article
- Proficiency in performing the four basic mathematical operations with whole numbers, fractions and decimals

- Ability to read and write in dollars and cents
- Ability to make change accurately
- Ability to make and interpret graphs

Violetville Trading Post

Violetville Elementary School Store

Item	Price			
Date	Sub Total			
Sales No.	Tax			
Check No.	Total			

Bank Record

Date	Deposits						Date	With-Drawals						Bal.

-50-

Sales Record

No. of Sales	Date	Amount	Tax collected	Date	Amt.
Total				Total	
Total				Total	

Month of _____

Officer's Work Sheet

Date	Name	Time

Employee's Work Sheet

Date	Employee's Name	Position	Time

Inventory Control Sheet

Item _____ No. _____

Cost _____ Retail _____

Price List

1. Violetville School pencils	2 for .15
2. #2 pencil	.05 each
3. Primary pencil	.10 each
8. Plastic cap pencils	2 for .15
9. Scripto mechanical pencils	.39 each
10. Refill for scripto pencils	.29 each
6. Eraser caps	.03 each
5. Novelty sharpeners	.15 each
7. Pencil pouches	.35 each
4. 12 inch plastic ruler	.15 each
11. Bic pens - blue	.25 each
12. Map set pencils	.29 each
13. Pink erasers	.10 each
14. Crayola crayons - 48 to a box	1.19 box
21. Crayola crayons - Florescent - 8 to a box	.39 box
15. Doodler folders	.19 each
16. Happy folders	.20 each
17. First grade writing tablets	.29 each
18. Second grade writing tablets	.29 each
19. Primary notebooks	.39 each
20. Wireback composition book	.39 each

22. Filler paper	.29 pack
23. Reinforcements	.15 box
24. Binder clips	.12 each
25. Memo scratch pads (50 sheets)	.09 each
26. Memo scratch pads (100 sheets)	.19 each
27. Construction paper (assorted colors)	.03 sheet
28. English looseleaf dictionary	.35 each
29. Roman letter stencils - inch letters	.29 each
30. Elmer's glue	.29 bottle
31. Violetville beanies	.10 each
32. Violetville penants	.15 each

Pick and Buy

There are pencils for our friends in primary
Yes one for Steve, Ben, John, Jane and Mary
Little erasers, that are stamped brand new
Happy folders for papers, lessons and notes
When you see them you'll surely give them top votes.
Brand new glue that sticks to the paper - not you
Big fat notebooks covered in dark demin blue
School boxes to hold all your treasure
They surely will be useful beyond measure
There are bright colorful rulers all the right size
To help you in arithmetic will be no surprise
We have an assortment of composition books
Also splashy book covers that will attract your looks
Novelty pencil sharpeners give you the point
Blue notebooks that have a springy three ring joint
To fasten all your papers there are black clips
They will keep your papers from doing the flip
Big bold crayons all ready for a fling
A pack of dividers that fit a new three ring
We have pencils and stencils plus pennants and glue
Also white reinforcements and map sets too.

Now we need customers - don't you agree?

by the Sixth Grade

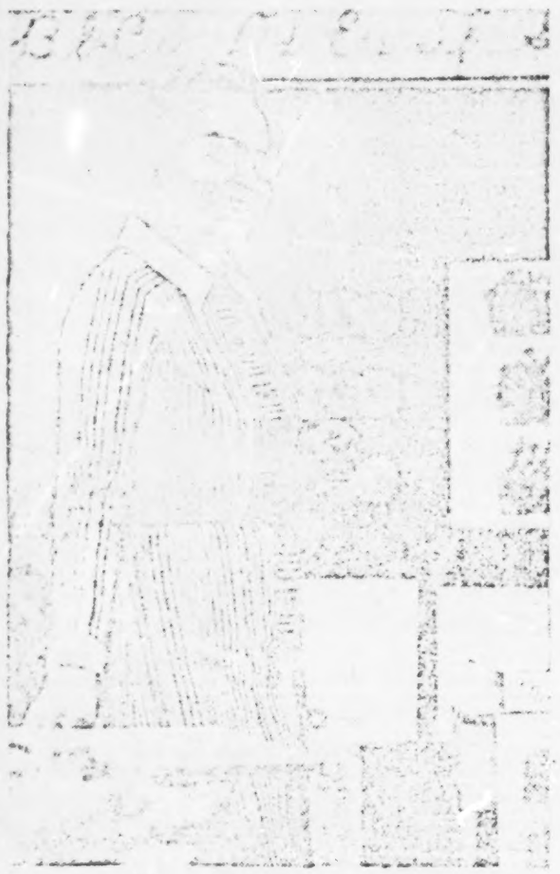
Sixth Graders Publishing Cookbook As Career Project

By Elise T. Chisolm

"Getting the money to start our corporation was the biggest hassle," says Gary Krauss, one of the some 32 enthusiastic business executives concerned with publishing a cookbook. Gary sounds like any other overworked Baltimore business tycoon.

But there's a difference.

Gary is 12 years old.



VIOLETVILLE TEACHER—Mrs. Frances Gleichmann.

He attends the sixth grade at Violetville Elementary School, a small school tucked away on the edge of the city line bounded by Arbutus, Interstate 95 and Wilkens avenue.

Career Education

This month's publication of "What's Cooking in Violetville Kitchens" has been an on-running project of the sixth grade's career education program.

Richard Button, purchasing agent on the project, says, "It's been a lot of work and I've had to come in early, but we've had a great time."

Although three-quarters of the class now want to be businessmen, there are a few holdouts. One is Wayne Wachter, who says he has enjoyed his work as a process specialist, but he still wants to be a policeman.

Linda Vogel, a resource teacher for career education at Violetville Elementary, explains, "It all started with a school store, and then the kids wanted to extend their learning experiences into another economic concept. They wanted to go into manufacturing of something. They visited a major department store and a corporation. A stock broker and a publisher came to talk to them – then they formed their own corporation. From there they decided, with their teacher's guidance, to produce a cookbook."

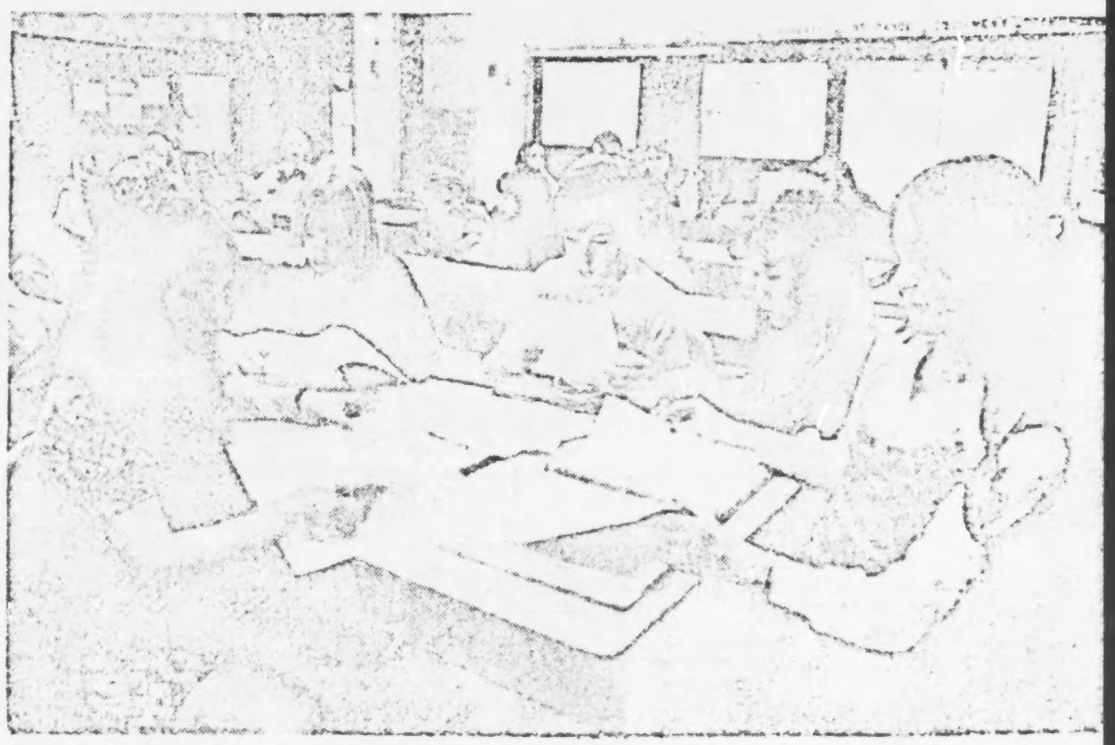
Market Research

Mrs. Frances Gleichmann, their teacher, says, "We did much research on the 'how' of putting out a book. The students were divided into different groups. Our market research experts did a lot of studying and leg work. One group of students became editors; one group collected recipes; one group investigated other cookbooks; one group had to sell ads. They didn't leave a stone unturned."

Mrs. Gleichmann has been one of the originators and leaders in this career education project. "The children have been wonderful. It was really their idea. They plan to publish the book April 14. It will contain, in alphabetical order, beverages, breads, vegetables, cakes, candy, salads, main dishes – all from the parents and friends of the children in the Violetville school area. We are going to have 200 books printed. They'll be sold at our bazaar and at our store here."

It's hard to tell who is most proud of the cookbook, Mrs. Gleichmann, Mrs. Vogel, or Mrs. Audrey S. Allen, career education director for Region 9.

Mrs. Allen says, "I can't say enough about the benefits of this on-the-job training through career education. Here is a great example of the utilization of community resources. In the development of the cookbook all of the sixth grade basic skills are reinforced."



COOK BOOK EDITORS—In class, from left, Rachelle Phillips, Kevin Brodsky, John Everhart, Susan Braaten, Wanda Godwin.

45? Pupils

And of course an in-school project, such as a book, a store, a corporation, might function better in a small school like Violetville. The school was built in 1928 and it holds 452 pupils at the present time, making it a place of learning with a warm, cohesive atmosphere, almost like a country school.

The parents of the sixth grade are involved in this business venture, too, states Mrs. Gleichmann. "Most of all, the children are getting real experiences in the actual thing which is so important," she says as she [illegible] leafs through the dummy copy of the cookbook. Each cover was designed by one of the classes, [illegible] adds.

Asked about the price of the cookbook, "With our skyrocketing inflation, we may have to sell it for as much as $1.50," says one of the marketers.

And what is the class going to do with the proceeds after expenses have been paid?

In unison—"We're going on a trip maybe to Mount Vernon, maybe to see the Statue of Liberty."

They aren't sure yet.

Appendix D

The following pages include information relevant to the operation of career related clubs. These clubs were well planned and an integral part of the educational program. Sample lesson plans, a guide for the teacher and a sample award certificate are included.

Club Day - An Approach to Career Awareness

"Leisure Time Activities Can Lead to Promising Careers"

Why Have Club Day?

Club Day was created as a means of stimulating childrens interests and identifying special skills and talents. Through our clubs, we also hope to make the children aware of the career cluster associated with his club and related careers (ex. Cooking Club - Health Cluster - dietician, chef, waitress etc.)

When Is Club Day?

We will have club day every Friday afternoon from 1:00 p.m. - 2:30 p.m., beginning October 11. Each club will meet for twelve consecutive Fridays. At the end of that time, we will have a culminating activity whereby each club will make some type of presentation - exihibits, plays, flea market, fashion show, awarding of trophies and certificates for contest winners etc.

Who Will Participate in Club Day?

The total school will participate in the Club Day activities. A special club day program has been planned for our Early Admissions and Kindergarten classes.

How Will the Children Be Dismissed For Each Club?

Every teacher will receive a chart which will indicate the club and the room number of the club that every child in her room has selected. When preparing to dismiss children for the club day activities, line them up according to this chart. At 1:00 o'clock, a long bell will ring. The children then procede to move to their perspective clubs. Teachers should stand in their doorways to help maintain order in the corridors. When preparing to return to perspective classes, children will line up according to their homeroom teacher's name. This information can be found on your Club Roster. At 2:30 p.m., another long bell will ring for children to pass back to their homeroom classes.

What Am I Expected to do As An Instructor?

1. Establish club rules.
2. Identify officers needed for your club and their responsibilities.
3. Identify Career Cluster and related careers associated with your club.
4. Plan activities which will be "interesting" as well as "educational".
5. Have Fun!!!

LESSON PLAN

CLUB: Arts and Crafts Club

VOCABULARY

Apron Sculptor Clay Imagination

MATERIALS

Items made by a sculptor Clay Boards Flash Cards

OBJECTIVE

The children will be able to pretend to be sculptors and create something using clay.

CAREER CONCEPT

Some jobs require a person to use his imagination as other materials.

MOTIVATION

Let's take a look at Mrs. Allen. What is she doing? Do you think she is having fun?

PROCEDURE

1. Did you know that some people have jobs whereby they do this type of thing all day long? Would you like a job like that?
2. Who remembers what we call a person who makes things from clay, wood, or metal?
3. Listen while I say the word Sculptor.
4. What letter does sculptor begin with? What sound does the "S" make?
5. Now, let's make that sound as we all say the word Sculptor. (Hold up flash card)
6. Let's look at our sculptor again. What is she wearing? Why?
7. If we wanted to pretend to be sculptors, would we need aprons? What else would we need? (clay) Hold up flash card.

8. How do you think clay feels? Touch it and see if you're right.

9. I can think of one more thing a sculptor needs before he can go to work.

10. Who knows what an imagination is?

11. An imagination is very important to a sculptor. He needs to use his imagination to think of different types of things to make. Let's look at these items. Did you know that a sculptor made each of these items?

12. The sculptor who made this had a good imagination. What do you think this is? What is it made of? I follow same procedure for other items).

13. Would you like to pretend to be a sculptor and make something?

14. Let's see if you remember what you would need?

    a. an apron (to protect your clothes)

    b. something to work with (clay)

    c. a good imagination

15. Prepare children to work. Walk around and encourage children to use their imagination and create something different.

FOLLOW-UP

The children will pretend to be sculptors and try to create something using their imagination and clay.

EVALUATION

What sculptor would like to show and tell us what he made using his clay?

LESSON PLAN

CLUB: Charm Club

VOCABULARY

Beauty Salon Appointment Beautician Brush Comb Mirror Curlers Style Hair Dryer Cape

MATERIALS

Hair Dryer Hot Plate Curlers Comb Brush Mirror Cape Picture Telephone Appointment Book

OBJECTIVE

The children will be able to examine some of the equipment used by a beautician and observe how a beautician uses the equipment to provide a special service for people.

CAREER CONCEPT

Some jobs provide a personal service for people.

MOTIVATION

Introduce the children to my friend Sonia. Ask if Sonia looks charming this morning? If not, what does she need to do?

PROCEDURE

1. What does Sonia need to make her hair look neat? (comb, brush, mirror).
2. Give these materials to Sonia but she won't be able to make her hair look any better.
3. Ask the class where Sonia can go to get her hair fixed.
4. Show the calss the picture of a beauty salon and discuss what the children see in the picture.
5. Take a pretend trip to beauty salon and introduce the children to Mrs. Hudson, a beautician, and Karen Oden, a student of cosmotology.

FOLLOW-UP

The children will examine the equipment in the beauty salon and watch the beautician make Sonia look charming.

EVALUATION

What does the beautician do to help us? Do you think you'd like to be a beautician? Why?

LESSON PLAN

CLUB: Sewing Club

OBJECTIVE

Given background information from the seamtress, the children will identify the job of a seamtress.

CAREER CONCEPT

Leisure time activities can lead to promising careers.

MOTIVATION

Children will identify clothing that has been made.
ASK: What kind of clothing is this?

Who would wear it?

Where could they wear it?

Where would I get this clothing?

Who do you think makes clothes?

PROCEDURE

1. Introduce the seamtress-Mrs. Simpson
   ASK: What do you think a seamtress does?
2. The children will listen and watch as the seamtress demonstrates her job.
3. Each child will have an opportunity to use the sewing machine.

MATERIALS

Pattern Sewing Machine Children's Clothes Fabric

VOCABULARY

Seamtress Sewing Machine Pattern Stiches Fabric

LESSON PLAN

CLUB: Cooking Club

OBJECTIVES

At the end of the lesson, the children will have discussed, observe and participated in the preparation of of buttered corn.

CAREER CONCEPT

Every worker has specific job responsibilities.

MOTIVATION

ASK: Popcorn is made from what kind of food? Is corn a fruit, meat or vegetable? Where is corn grown? By whom is corn grown? (Show pictures of farmer planting seeds).

Explain the process of growing the corn from seeds, removing the care from the stalk, removing the husk, the drying process and the removal of dry kernels from the cob. (Show an ear of corn).

Discuss other ways of eating corn.

Discuss other animals that eat corn.

PROCEDURE

1. Pour oil into the popcorn popper.
2. Discuss heating the oil. Have children pour the popcorn into popper.
3. While popcorn is popping, discuss how the heated oil causes the kernals to pop.
4. After popping the corn, add salt and eat!

VOCABULARY

Popcorn Popper Heat Butter Farmer Corn Stalk Husk

MATERIALS

Popcorn Oil Salt Popcorn Butter Pictures Corn

LESSON PLAN

CLUB: Arts and Crafts

OBJECTIVE

The children will be able to make a puppet using a paper bag.

The children will pretend to be actors and actresses using their puppets.

CAREER CONCEPT

An actor uses many disguises to do his job effectively.

VOCABULARY

Puppet Actor Actress Disguise

MOTIVATION

Suppose I wanted you to believe that I was a green dragon, how could I do that? (Disguise yourself using make-up and a dragon's costume).

What do we call a person who acts or pretends to be somethings that he isn't? (an actor or actress).

Last week we saw an actress pretend to be many, many funny characters but she didn't disguise herself with make-up or funny clothing. What did she do?

Last Thursday we started to make puppets and today we are going to complete them but while you're working on your puppets, I want you to be thinking about what type of voice you will give him and what you will call him.

PROCEDURE

1. Treat the flat bottom of the bag as the upper part of the face, sown and including the upper lip. That is the rectangle would include the eyes, nose, and upper lip. The bottom lip is made on the cody of the bag.

2. When your hand is inserted in the bag, you can move the rectangle of the bag and make the puppet's mouth open and close.

3. Cut and paste the face parts to the puppet creating any type of character the child would like.

FOLLOW-UP

Exposing only the puppet the children will pretend to be the character they created.

MATERIALS

Stage Paper Bags Paste Scissors Enginex paper Picture

Basic Language and Science Skills

Through the concentrated efforts and plans of the Science Club teachers, it is hoped that the boys and girls will further develop these skills:

- to develop scientific concepts through firsthand experiences
- to participate in planning science activities
- to use the investigative processes
- to evaluate data collected
- to handle and use simple scientific equipment
- to work individually as well as in a group
- to pursue their own interest and problems

The Science Club will help to further develop positive attitudes in pupils and he:

- shows curiosity about his environment
- show a definite confidence in approaching a new problem
- makes plans for finding out answers to his own problems
- trains himself to collect accurate data before making judgments
- begins to use acientific vocabulary
- develops the initiative to pursue individual goals and interest

Reading Skills

Determining Sequence

- Read and follow simple directions
- Number a series of simple directions in the order in which they should be followed.
- State the basis for an order already given: time, size, importance, age.

Sewing Relationships

- Classify words according to a whole to part relationship. He can place a part into a correct group, ie., parts of a car, parts of a bird.
- Match a list of causes with their effects

Comparing and Contrasting

- Compare objects according to their size, color, shape, texture, and use.
- Select from a list of details those that are relevant to a conclusion

Anticipating Outcomes

- Read a set of directions and tell what is likely to happen if the directions are followed accurately or inaccurately

Spelling Skills

- Learning to spell words related to careers
- Learning the definitions of new words

- Learning to use news words in sentences, paragraphs, and stories

Mathematics Skills

- The ability to count
- The ability to see relationships in mathematics
- The ability to use patterns to help in arriving at mathematical understandings and generalizations.
- The ability to understand the concept of measurements
- The ability to understand geometry
- The ability to understand the vocabulary of mathematics
- The ability to make judgement and realistic estimations
- The ability to read and interpret graphs, charts, and tables

Reading Skills

Comprehension

- Identify moods found in pictures by using such vocabulary as bright, sunny, rainy.
- Match pictures with words that name moods
- Match phrases from the story with a one-word description of a mood.
- Identify and define words used by the writer to set a tone or mood.
- Collect poems or short stories that reflect various moods and classify them according to similarity.

Evaluating and Making Judgments

- Tell if a story could have really happened
- Differentiate between fact and fancy
- Determine and read aloud actions in a story that show particular character traits.
- State how the actions of a character affected others and the outcomes of the story
- Select parts of the story that best convey the meaning of the story to others.
- Make generalizations of his own from the information found in printed material.
- Differentiate between fact and opinion
- State the meaning of bias

Skills - Language Arts

- Gain information
- Follow simple directions
- Determine the thought and feelings of a speaker or author
- Develop a sense of appreciation for the accomplishments of others
- Adds worthwhile comments to discussions
- Distinguish between fact and opinion
- To question
- Locate points of emphasis
- Formulate associations
- To take part in conversations and discussions
- To develop the ability to make pertinent comments, announcements, and talks on varied subjects.
- To take part in conversation and be able to function in informal discussions, panel discussions, interviews and debates.
- Develop the interest in reading for purposes
    1. about other countries
    2. about other people
    3. about foreign customs
    4. about foreign politics
    5. about foreign sports
    6. about foreign foods
- To develop the ability to make comparisons and contrasts

Skills - Mathematics

- Ability to read maps
- Ability to use measurements

- Ability to make graphs and read them
- Ability to further develop computational skills

Spanish Club

Language Skills

- To read and follow directions
- To categorize words
- To develop skills in auditory and visual discrimination
- To develop skills in interviewing
- To reinforce phonetic analysis and structural analysis skills

- To provide opportunities for all children to participate in art activities.
- To guide children to look for art in their everyday experiences.
- To encourage interest in manipulation, experimentation and investigation by surrounding the child with various art media.
- To study the child to find the materials best suited to his needs.
- To produce art work for exhibitions
- To develop esthetic taste

Language Arts Skills

- Read and follow simple directions
- Number a series of simple directions in the order in which they should be followed.
- Write a title of his own for a picture
- Match a list of causes with their effects
- Compare objects according to their size, color, shape, textive and use.
- Select from a list of details, those that are relevant to a conclusion.
- Read a set of directions and tell what is likely to happen if the directions are followed accurately or inaccurately.
- Learn to spell, define, and use new words related to the field of art.
- Identify job titles related to the field of art.
- Select the appropriate dictionary meaning for a word in context.
- Use each of the dictionary meanings in sentences of his own.
- Locate information on a given topic from more than one resource.

Mathematics

- Become familiar with the vocabulary of measurement and comparison.

- Become familiar with the instruments of measurement and their uses.
- Determine most appropriate unit of measure for a task.
- Learn to use abbreviations of measurement.

Basic Skills

Reading

Word Meaning

- Use new words in conversation and storytelling
- Match pictures to words
- Illustrate the meaning of words
- State more than one meaning for a word - for example, spring, fall, play, etc.
- Compile individualized vocabulary lists peculiar to the content areas of study.
- Use root words as a means of getting the meaning of an unknown word.
- Identify and interpret figures of speech - for example, similes, metaphors.
- Pronounce and use vocabulary that is current as well as vocabulary peculiar to specific areas.

Noting Main Ideas and Details

- Tell the main idea of a picture, poem, song, film, story, or a collection of objects that he sees or hears.
- Identify the words in a short list that relate to a given topic
- write a title of his own for a story
- Retell a part of a story in a few sentences
- Categorize a list of words under three or four main ideas
- Categorize a list of phrases under three headings of his own
- Write one or two sentences summarizing a story.

- Tell which characters in the story are most important to the plot.

- State the elements of a story that make it a biography, autobiography, myth, etc.

- Tell the meaning of the word style and recognize the style used by various authors. (Library books often prove more useful).

Analyzing Characters

- Tell how characters feel by what they say or do

- Determine actions in a story that show particular traits - for example, honesty, bravery.

- Tell the feelings of a character before and after a given event.

- Describe feelings of characters using such words as furious, disgusted, embarrassed, exhausted.

Determining Sequence

- Arrange pictures in order

- Tell a story in sequence using pictures

- Read and follow simple directions

- Supply a missing event between two given events

- Plot events of a story on a simple may showing the story setting.

- Place scenes or settings in their order of occurrence

- Identify events that happen simultaneously.

Seeing Relationships

- Group words of similar meanings together

- Classify and chart differences in story settings

- Classify a set of library books or a set of titles according to topics.

Using the Dictionary

- Select the appropriate dictionary meaning for a word in context.
- Find a synonym for a word by using the dictionary.
- Tell the part of speech of a word by using the dictionary abbreviation.

Locating Information

- Find pictures related to a topic
- Use other sources of information such a magazines and newspapers to gather pictures about a specific subject.
- Locate information on a given topic from more than one resource - for example, printed material, pictures, films, filmstrips, etc.
- Select from a series of statements those which express facts and those which convey opinions.

Organizing and Summarizing

- State the main idea of a picture of a story that he hears.
- Select from a group of sentences a sentence that best tells the main idea of a story.
- State the main idea of a story he reads.
- Classify a list of words by naming specific categories.
- Classify pictures and objects under two main categories after naming the categories.
- Classify words phrases, and sentences under two main categories after identifying the categories.

Mathematics

- Concepts of the following relations: more than, fewer than, greater than, less than, equal, equivalent, forward, backward, between, right left, before and after.
- Recognizes, names, describes and compares simple geometric shapes.
- Orders sets, names, numbers, use numerals.
- Uses ordinal and ordinal numbers
- Can interpret 3 digit numerals as hundreds, tens, and ones.
- Can add and subtract facts from 1-10, equations, no. sentences, vertical form, table form, equality and inequality.
- Can find the sums and differences of 2 and 3 digit numbers with no regrouping; with regrouping.
- Can find averages
- Can find percentages

Charm Club

Language Skills

- Read and follow simple directions
- State the basis for an order already given
- Match a list of causes with their effects
- Categorizing words
- Visual discrimination of words
- Compare objects according to their size, color, shape, texture, and use.
- Read a set of directions and tell what is likely to happen if the directions are followed accurately or inaccurately.
- Match colors
- Develop ability to use descriptive language.

Further develop skills and attitudes

- To learn about the prevention and control of diseases.
- To learn the body parts and their functions.
- To learn how diet affects bodily functions.
- To learn how personal health habits affect bodily functions.

Health and other areas of the curriculum

- To learn the basic food groups
- To plan proper diet
- To learn to prepare balanced meals
- To learn to coordinate fashions

Basic Skills

Reading

- Give descriptive words about a given picture or object.
- Identify and describe objects in terms of shape, size, etc.

Word Meaning

- Pronounce and use vocabulary that is current as well as vocabulary peculiar to specific areas.
- Read advertisements and state the words being used repeatedly to create an emotional attitude in the mind of the consumer.

Study Skills

- Select the appropriate dictionary meaning for a word in context.
- Use each of the dictionary meanings in a sentence of his own.
- Locate information in the appropriate section of the newspaper.

Language Arts

- Developing the ability to use correct grammar.
- Developing the ability to use interviewing techniques.

Mathematics

- Become familiar with the vocabulary of measurement and comparison.
- Become familiar with the instruments of measurement and their uses.

- Compare lengths using standard units of measure.

- Determine most appropriate unit of measure for a task.

- Learn to read and write some abbreviations.

Certificate of Achievement

This is to Certify that

_____

has participated in the _____ Club

as a part of the Career Education Program at School #84.

_____ TEACHER

Date _____ CAREER TEACHER

_____ PRINCIPAL

THOMAS JOHNSON ELEM

-95-

Appendix E

The following pages include a sample of most of the forms used in the "Work Experience Program." Also included are the academic skills developed cooperatively with the teacher and the on site supervisor.

An In-Service Pre-Work Experience At The Junior High School Level

Purpose: To give students an opportunity to explore a career choice in a real situation.

In-School Experience

Main Office*

Job Skills

Copying - Filing - Telephone Service
Typing - Messenger Service - Issuing
Supplies - Assisting Teachers and Department Heads

Academic Skills

Ability to file data alphabetically
Ability to vocally use correct English
Ability to write or type information
Ability to use business forms and type letters in correct letter format

Possible Attitudinal Outcomes

Cooperation
Initiative
Learning the Value of Work

An In-Service Pre-Work Experience At The Junior High School Level

Purpose: To give students an opportunity to explore a career choice in a real situation.

In-School Experience

Library*

Job Skills

Cataloging - Inventorying - Lending and Receiving Books- Locating References - Making Bulletin Board Displays - Recording Due Slips and Delinquent Slips

Academic Skills

Ability to locate information in periodicals, almanacs, card catalogs, encyclopedias and etc.
Ability to identify card types such as author, title and subject.

Possible Attitudinal Outcomes

Persistence in Pursuing Goals
Initiative
Learning the Value of Work

An In-Service Pre-Work Experience At The Junior High School Level

Purpose: To give students an opportunity to explore a career choice in a real situation.

In-School Experience

Cafeteria*

Job Skills

Ordering Supplies - Inventorying Stock - Assisting with the Cooking and Baking.

Academic Skills

Ability to make use of the counting system using addition, subtraction, multiplication and division.
Ability to use parts of numbers such as fractions, decimals, percent.

Possible Attitudinal Outcomes

Personal Worth
Pride in Achievement
Honesty

An In-Service Pre-Work Experience At The Junior High School Level

Purpose: To give students an opportunity to explore a career choice in a real situation.

In-School Experience

Nurse-Late Room*

Job Skills

Keeping Records using the Index System and the Number System making out Late Slips and Attendance Records.

Academic Skills

Ability to make practical use of filing system
Ability to read and write forms using personal names and short abbreviations.

Possible Attitudinal Outcomes

Punctuality
Regular Attendance
Respect for others

Checklist for On-site Visit

	Outstanding	Good	Average	Poor	Unsatis.
Was the student prepared to work?					
Did the student evidence a positive attitude toward the job?					
Did the student evidence a positive attitude toward the co-workers?					
Did the student know what he was to do?					
Was the student able to explain his job?					
Was the student able to work without constant supervision?					
Did the student demonstrate enthusiasm for his job?					

ADDITION COMMENTS

September 19, 1975

Dear Parent,

Your child _____ has been selected to participate in a special career education work experience program at School #239.

According to his interest, your child will be placed in a job situation at :

_____, _____, _____,
(NAME) (ADDRESS) (PHONE)

_____ will work on alternating weeks
(NAME)
between the hours of _____a.m. and _____ p.m. and will not receive pay because the work experience program is considered a part of the curriculum. On the in-school week, your son/daughter will follow a regular academic schedule. The program will begin for _____ on _____ and continue through May, 1976.

We feel that this is a very worthwhile activity. If you wish _____/_____ to participate in this program, please let us have your permission by signing and returning the tear-off at the bottom by September 23, 1975

Sincerely,

Principal

Career Ed.
Counselor

---

tear-off

My child _____, has my permission to participate in the special career education work experience program at school #239 during the 75-76 school year.

Signature: _____

Date: _____

Interview Form For Prospective Student Employee

Name: _____

Grade: _____

Date of Birth: _____

Address: _____

Parents name: _____

Reasons for applying:

Kind of job desired. Why?

Hobbies?

Previous work experience:

School attendance:

General comments:

Job Application

Please Print

I. Personal Information Date: _____

Name: _____ Address: _____

Date of Birth: _____ Age: _____ Phone: _____

Sex: ___F ___M Name of Parent or Guardian: _____

II. Employment Background: List the types of any jobs you have had and the name of your employer.

Position	Dates		Employer
	From	To	

III. List any hobbies or talents you have:

_____

_____

_____

IV. Refrences: List the names, address, and phone number of 3 people, not related to you, who would recommend you for the job for which you are applying. At least one of your refrences must be a teacher at school #239.

Name	Address	Phone
1.		
2.		
3.		

V. Check the job for which you are applying. If you have more than one choice, number the positions in the order of your personal preference.

_____	Teacher Aide	_____	Senior Citizen Aide
_____	Library Aide	_____	Auto Mechanic Aide
_____	Nursey School Aide	_____	Store Aide

_____
(Signature of Applicant)

Work Experience Evaluation

Student _____ Job _____

Job Location _____ Supervisor _____

Date _____

Please indicate your evaluation of the student's skills, attitudes, and personal traits by placing a check mark in the appropriate column.

	Outstanding	Good	Average	Poor	Unsatis.
Attitude toward job					
Acceptance of constructive criticism					
Ability to work without constant supervision					
Ability to follow oral and written instructions					
Personal appearance					
Display of courtesy and good manners					
Demonstration of initiative and enthusiasm					
Dependability and reliability					
Ability to carry out assigned tasks					
Quality of work					
Ability to properly care for materials and equipment					
Ability to organize work					
Observation of rules and policies					

Additional Comments

School Calendar
1975-1976

Employer: _____

Participating Students: _____

_____

_____

_____

Schools will be closed on the following days:

(Students will not work)

September	9:	Primary Election
October	16:	Statewide Professional Meetings
	17:	(Schools close at 12:00 p.m., Oct. 16)
November	4:	General Election
	27:	Thanksgiving Holiday
	28:	
December	24:	Winter Vacation
January	5:	
	16:	Martin Luther King's Birthday
	30:	Professional Activities
February	16:	Washington's Birthday
April	12:	Spring Vacation
	20:	
May	31:	Memorial Day

Attendance Report

Student _____

Employer _____

Date	Pres.	Abs.	Late	Date	Pres.	Abs.	Late

1975-76 Work Experience Program

Duties and Responsibilities of Students

As a participating student on the work program, I will:

- report to work every day on time.
- be prepared for work each day.
- keep a daily log of activities.
- be responsible for carrying attendance sheet to work.
- be responsible for returning attendance sheet to school.
- notify my employer if it is necessary for me to be absent from work.
- attend school every day on time.
- be prepared for all classroom activities.
- complete all classroom assignments.
- exhibit acceptable behavior.

Duties of Employer/Supervisor

As a participating employer/supervisor, I will:

- orient the student(s) to the job.
- keep a daily attendance check on the student(s) in my charge.
- teach the student(s) any necessary skills.
- supervise the on-going job performance.
- not allow a student to leave the premises, except for lunch, during the work day.
- submit a written evaluation each month for the student(s) in my charge.

_____
(Signature of student)

_____
(Date)

_____
(Signature of Employer/super.)

STUDENT SCHEDULE

Module	Time	Subject	Teacher	Room

JOB SITES

Name	Address	Phone	Supervisor	No. Students

Questionnaire

1974-75 Work Experience Program

Person completing form (check one)

_____ Parent _____ Student _____ Admin.

_____ Employer _____ Teacher _____ Coun.

PART I

Please indicate your evaluation of the Work Experience Program by placing a check mark in the appropriate column. Please write your comment in the space provided.

1. How do you rate the over-all program?

_____ outstanding _____ average

_____ good _____ poor

Comment:

2. Would you like to see the Work Experience Program continue during the 1975-76 school year?

_____yes _____ no

Comment:

3. Do you feel the Work Experience Program is beneficial to the students?

_____Yes _____ no

Comment

PART II

General Comments:

Appendix F

The following pages include more data and some of the forms necessary for the successful operation of the Intern Program.

Intern Responsibilities

I. Attendance

Each Intern is required to maintain regular attendance, and to comply with the rules and regulations as prescribed by the University of Maryland.

A. Working Hours

The hours that the Intern works are to correspond to the school hours. Variations of this schedule may be made on an individual basis, but must be done with the approval of the Director of Volunteer Service.

B. Absences

Interns are not to make appointments for personal business on their scheduled work day as the hospital depends on their presence.

Unexcused absences will result in termination from the program because the work cannot be made up and absences are an indication of inability to accept responsibility.

In the event of an emergency in the family that occurs on your work day, you must call Mrs. Brown at 528-5600 and the person to whom you are assigned.

II. Work Log

A. Purpose

Maintaining a log of work activities is a requirement of the Intern program under the policy established by the Board of Education for out-of-school educational experiences.

The log, along with the supervisors' evaluation, is a part of the interns school record. It is an indication of what the Intern has learned and how he has performed.

Following are some examples of what you might write about your activities on a given day.

1. Meetings you attend

   Who was there, purpose of the meeting, analyze what happened and what were your personal reactions to any part of the meeting.

2. Any reports or materials you may have read and what you learned from them.

3. Visits to other departments

   Relate what you saw and what you may have learned (observing an operation, etc.).

4. Special or individual assignments

   What you had to do to carry out your assignment, the purpose of what you were doing, evaluate your performance, and include what you learned from this in terms of the material and also about yourself.

B. Log

1. Format

   There is no minimum or maximum number of pages required but each day's entry should be as detailed as possible. It should be completed while the day is still fresh in your mind because although you may feel you can recall all the details of the day, the events will not be so clear after a day or two has passed.

   The log <u>is</u> <u>not</u> to be a formal paper or essay so please feel free to write your thoughts down in your own personal style. Remember that it is the idea and the content that is important - not the writing style.

2. Content

   Recount the duties assigned you during your work day and analyze the experience in relation to:

   a. acquisition of knowledge

   b. problems you had to cope with (involving people or your work)

Appendix G

The following pages include a sample of some of the evaluation forms developed and administered by staff in an effort to conduct an on-going self evaluation.

c. using skills related to planning or to developing thinking skills

d. developing written or oral communication skills in contacts with co-workers, supervisors, or patients.

III. Evaluation Report

At the end of the semester the Intern must submit a short written statement evaluating his experiences and including comments or suggestions relative to the program itself.

Volunteer Intern Program Questionnaire

Name:

Address:

Home Room:

Are you interested in the Volunteer Intern Program?

_____Yes _____No

What kind of career experience would you like to have? (Ex. Law Office, drafting, public relations, school, etc.)

_____

_____

_____

_____

Is there a particular place you would like to work? (Fire Dept., Hospital, Art Studio, etc.)

_____

_____

_____

Would you be able to pay for your transportation?

_____Yes _____No

Would you need to use public transportation?

_____Yes _____No

Evaluation Form - Volunteer Intern Program

1. Do you feel that an Intern program such as the one at Southern is feasible for 12th graders in relation to the operational objectives of the hospital program?

_____Yes _____No

Explain:

2. What changes would you recommend as to the organizational structure of the Intern program? (Length of placement, selection of students, etc.)

3. How would you compare the Southern students with those college students who also work as volunteers at the hospital in terms of performance, accepting responsibility, etc.?

4. Based on your experience with Southern this year, would you be willing to participate in a cooperative Intern program again next year?

_____Yes _____No

Explain

Volunteer Intern Program
Southern High School
Career Education Project

Intern Evaluation

Student's Name_____ Date_____

RELATIONS WITH OTHERS

___Works well with others
___Gets along satisfactorily
___Has some difficulty working with others
___Works very poorly with others

ATTITUDE-APPLICATION TO WORK

___Outstanding in enthusiasm in all aspects to work
___Very interested and industrious
___Average in dilligence and interest
___Somewhat indifferent
___Definitely not interested

JUDGMENT

___Exceptionally mature
___Above average in making decisions
___Often uses poor judgment
___Consistently uses bad judgment

DEPENDABILITY

___Completely dependable
___Above average in dependability
___Sometimes neglectful or careless
___Unreliable

ABILITY TO LEARN

___Learns very quickly
___Learns readily
___Average in learning
___Rather slow to learn
___Very slow to learn

QUALITY OF WORK

___Excellent
___Very good
___Average
___Below average
___Very poor

ATTENDANCE: Regular___ Irregular___ PUNCTUALITY: Regular___ Irregular___

OVER-ALL PERFORMANCE: Outstanding___ Very Good___ Average___ Fair___ Unsatisfactory___

1. What, in your opinion, have been the strengths of this student?

2. Do you think that the program should have students coming more than once a week? (Please explain)

3. What would be the ideal working arrangement from your point of view?

_____ _____

Sponsor's Signature Date

Volunteer Intern Program Evaluation

1. Why did you decide to participate in the volunteer program?

2. In what ways did this experience do what it was intended to do as far as your expectations?

3. How did the internship compare and differ from being a student in school. (Do you feel different about yourself or do you think people look at you differently at your assignment and at school?) Explain.

4. Has your assignment changed your relationship to the school program and/or to other students who are not participants in this program. (Do you look at your role in school in a different way now?) Explain.

5. Describe briefly your job responsibilities.

6. Would it have been helpful if the Interns met in a seminar-type group every 2 or 3 weeks?

7. If you had the decision to make again, would you choose to have this experience.

8. Did your assignment and responsibilities have a relationship to your career goals? Explain.

9. Did it change your outlook on things such as school, adults, people in general, what you want for yourself or how you see yourself? Explain.

10. What suggestions can you offer which will improve the program for next year. (How would you like to see the program set up?)

Volunteer Intern Program

To:

Student:

Attendance Record for March, April, and May, 1975

Month	Day				
March	4th	11th	18th	25th	
	* P A	P A	P A	P A	
April	1st	8th	15th	22nd	29th
	P A	P A	P A	P A	P A
May	6th	13th			
	P A	P A			

* Circle P (Present) or A (Absent)

Parents Questionnaire

1. In what ways did the Career Education Project provide a means for you to be more actively involved in the educational program of your child's school?

The school bank and the school store which were introduced as part of the Career Education Project gained my interest, and I became actively involved. Since bookkeeping and mathematics were my majors in school, my main involvement was in helping the children and the teachers involved with the introduction of Banking in Violetville School #226.

2. What examples can you cite that indicate more interest in school on the part of your child?

My oldest daughter, now in the fourth grade class that has been in charge of the bank, has learned a sense of responsibility. She has been a teller since the beginning and has learned the value of money, and the importance of keeping accurate records when dealing with other people's money. My youngest daughter, who is only in Kindergarten, has opened her own bank account in the school and looks forward to banking her allowance every week. Both of my children feel they are helping other people. They have both made purchases at the school store, and they seem to feel that it is their own store.

3. What did you enjoy most about your involvement in school this year?

I enjoyed working with the children and meeting the faculty personally at school. I have gained a great deal of satisfaction in seeing the interest develop in the children. They have been given an insight into the adult world through this program. The children are enthusiastic and are growing up the proper way with advanced education, and proper guidance.

Parents Questionnaire

1. In what ways did the Career Education Project provide a means for you to be more actively involved in the educational program of your child's school?

2. What examples can you cite that indicate more interest in school on the part of your child?

3. What did you enjoy most about your involvement in school this year?

4. What changes if any would you suggest for another year?

Name:

School:

Elementary

1. If I were a police officer I would:

Example: 1. Help people cross the streets

2. _____

_____

3. _____

_____

What tools do police officers use to do their job?

Example: 1. A whistle

2. _____

_____

3. _____

_____

2. If I were a pilot I would:

Example 1. Take people places

2. _____

_____

3. _____

_____

What tools do pilots use to do their job?

Example: 1. A map

2. _____

_____

3. _____

_____

3. If I were a construction worker I would:

Example: 1. Build houses

2. _____

_____

3. _____

_____

What tools do construction workers use to their job?

Example: 1. A hammer

2. _____

_____

3. _____

_____

4. If I were a farmer I would:

Example: 1. Milk cows

2. _____

_____

3. _____

_____

What tools do farmers use to do their job?

Example: 1. A tractor

2. _____

_____

3. _____

_____

5. If I were a salesperson I would

Example: 1. Sell products in a store

2. _____

_____

3. _____

_____

What do salespeople use to do their job?

Example : 1. A cash register

2. _____

_____

3. _____

_____

6. Name 5 indoors jobs (job that are performed indoors)

List

_____ _____

_____ _____

_____ _____

_____ _____

7. Name 5 outdoors jobs (jobs that are performed outdoors)

List

_____ _____

_____ _____

_____ _____

_____ _____

8. What jobs require skill in mathematics?

_____ _____

_____ _____

_____ _____

_____ _____

9. What jobs require skill in reading?

_____

_____

_____

_____

10. What jobs require skill in spelling?

_____

_____

_____

_____

Choose your answer from the words below:

1. Older members of a household responsible for making major decisions are _____.
2. A city park, library, city hall and fire department are a few examples of _____.
3. The duties, and tasks each child and parent has to perform on his own _____.
4. The police department gives _____ to many people.
5. When all members of a household work together it is called _____.

services	parents
protection	responsibility
cooperation	common

* Career Exploration ********** Student Survey Form

1. Circle tow job clusters of the 15 that interest you!
   Business & Office, Agri- Business & Natural Resources, Communication, Construction, Consumer & Homemaking Education, Environment, Fine Arts & Humanities, Health, Manufacturing, Marine Science, Marketing & Distribution, Personal Services, Public Services, Recreation & Hospitality, and Transportation

2. Identify and list one or more careers under the above job clusters you circled in number one that was of great interest to you!
   a. _____ b. _____

3. What school subjects do you like best?

4. The jobs you selected in number 2, do they relate in some way to the school subjects you like best?

CIRCLE YOUR ANSWERS BELOW!!!!!

5. Do you like to work (indoors - outdoors - both)?
6. Do you like to work (by yourself - with a few people - with many people)?
7. Would you like to have job (near your home - in a nearby area far away)?
8. Do you work best with you (hands - mind - both)?
9. Would you like to live five or six years from now (in the country - the city - a small town)?
10. Do you like to work with (ideas - things - people - animals)?

Self Appraisal Inventory

"What Do I Know About Myself"

1. Things I like to do include -

2. The hobbies I have or would like to have are -

3. I belong to these organized groups -

4. Some things I have done that I did not enjoy are -

5. In my spare time I usually -

6. The subjects I like best in school are -

7. I do not enjoy these subjects in school -

8. The sports or games I like best include -

9. The kind of person I like best to be with is -

10. Do I like to read in my spare time?

11. Do I spend most of my free time indoors or outdoors?

Name:

School:

Grade:

Student Views on The World of Work

1. What are some kinds of work you have seen people doing?

2. Are there some occupations or kinds of work that you have thought of that you feel you might like to do when you grow up?

3. If there are any kinds of work you feel you would not like to do when you grow up, what are they?

4. How do your parents (guardians, etc.) feel about their jobs? What do they say? Would you like to have that job? Why? Why not?

5. What particular job would you not like to do? Why?

6. What job would you most like to do? Why?

7. What subjects do you think will be most useful to you? Why?

Appendix H

COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

March 26, 1975

Mrs. Audrey Allen, Project Manager
Region IX, Career Education Project
Baltimore City Public Schools
Baltimore, Maryland 21218

Dear Mrs. Allen,

Please accept the sincere thanks of the Education Division of Coppin State College for your contribution to the success of our Student Teaching Professional Week; Theme: Career Education in the Curriculum. The orientation-introduction session provided just the right background of information needed by the one hundred and ten (110) participating student teachers and faculty members as a foundation for the week's activities. The on-site school visitations-demonstrations conducted by your staff in the Baltimore City Public Schools were the highlight of the experience; the "how-to" sessions of practical suggestions included as part of the critique summary were invaluable. You and your staff are to be commended!

We are pleased with the results of the Career Education Activity as a "first" and anticipate and enlist your assistance and support in the development of our Career Education-Teacher Education Focus. We plan continued cooperation with the Baltimore City Public Schools as Coppin State College actualizes its role as an urban comprehensive educational institution.

Sincerely,

(Mrs) Phyllis Douglass, Acting Director
Student Teaching

(Miss) Edith S. Gordon, Chairman
Career Education Committee

Dr. Charles D. Sanders, Dean
Education Division

cc: Dr. J. Roberta O' Mesney,
Regional Superintendent
Region IX

Dr. Roland Patterson,
Superintendent,
Baltimore City Public Schools

Appendix I

The following pages include sample lesson plans developed by the junior high career education resource teacher.

WORLD OF MANUFACTURING

(CURRICULUM INFUSION)

* TOPIC TAKEN FORM THE WORLD OF MANUFACTURING TEXTBOOK

TOPIC: INPUTS TO MANUFACTURING

SCIENCE: Lesson centered around natural resources as one of the inputs to manufacturing. Also focus on career opportunities in this area.

SOCIAL STUDIES: Discuss the economics, finance and capital needed in manufacturing. (working capital, fixed capital, stocks and bonds, etc.)

OR

select on industry within community and examine whether or not it is an outgrowth of the six main kinds of inputs discussed within the chapter.

MUSIC: Examine the different types of musical instruments in the following manner:

1. Materials used for making the instruments
2. Identify natural materials used
3. Name the manufacturing company
4. Cost of instrument
5. Identify kinds of workers involved in Manufacturing musical instrument

MATHEMATICS: Show in a mathematical way, a hypothetical situation of a manufacurer making use of working capital and fixed capital in terms of production.

Career Education Activity Sheet

Level: 7th Unit: How Metropolitan Areas Meet The Challenge of Urban Growth?

Curriculum Area: Social Studies (Urban Studies)

Lesson Objectives: The students will have the opportunity to orally investigate.

a. other basic qualifications for becoming a detective (including academic preparation).

b. further differentiate between fact and fiction in regards to the law enforcement career.

c. "focus in" and examine closely how other departments work"hand in hand" with the detective division.

Career Education Concept: Thorough knowledge of certain basic academic skills are vital for the performance of certain job functions as a detective.

Activities:

1. Motivation

Teacher: Today, we have with us a speaker. As you look at these captions of the following television programs, (Kojak, Colombo, Macmillian and Wife and McCloud) can you identify this gentleman's occupation? (detective).

2. Speaker - Officer Smith (Baltimore City Police Department - Downtown Headquarters)

3. Topics of Discussion:

a. The importance of a thorough academic background in preparation for entry into detective work.

b. The functions or work of the detective.

c. Special divisions of detective work etc.

4. Question and Answer Session

Summary: Copy on next page of this activity sheet

Evaluation: With the developing of the career education concept and the use of the resource person involved, the students will obtain a better understanding of the importance of securing a thorough academic background in preparation for a career in law enforcement of any other career area.

Career Education Activity Sheet

Level: 7th. Unit: How Metropolitan Areas Meet The Challenge of Urban Growth

Curriculum Area: Social Studies (Urban Studies)

Career Education Concept: The work of the accountant is vital to the economic system of the business world

Activities: * Designed for two lessons or more

A. Understanding the use of checks

1. Examining the parts of a check

2. Understanding the terminology centered around checks (check, payee, checking account, endorsement, deposit, canceled check)

3. Filling out sample checks

* Film: Story of a Check - NO. 1137.2

B. Understanding the work of an accountant

1. Examining canceled checks and record of cancelled checks

* Listing on accountant answer sheet mistakes

Accountant Kit 2. Identifying the proper letter to inform proprietor of Sporting Goods Shop of errors in the record

3. Continue with other activities in kit

Summary: Written (Designed by teacher)

Evaluation: The students will be more knowledgeable and have a more realistic perception of the work of an accountant in the world of business.

Career Education Activity Sheet

Level: 7th. Unit: How Metropolitan Areas Meet The Challenge of Urban Growth

Curriculum Area: Social Studies (Urban Studies)

Lesson Objectives: The students will have the opportunity to orally investigate

a. other basic qualifications for becoming a detective (including academic preparation)

b. further differentiate between fact and fiction in regards to the law enforcement career

c. "focus in" and examine closely how other departments work "hand in hand" with the detective division

Career Education Concept: Thorough knowledge of certain basic academic skills are vital for the performance of certain job functions as a detective.

Activities:

1. Motivation

Teacher: Today, we have with us a speaker. As you look at these captions of the following television programs, (Kojak, Colombo, Macmillan and Wife and McCloud) can you identify this gentleman's occupation? (dective)

2. Speaker - Officer Smith (Baltimore City Police Department - Downtown Headquarters)

Topic of Discussion:

a. The importance of a thorough academic background in preparation for entry into detective work

b. The functions or work of the detective

c. Special divisions of detective work etc.

3. Question and Answer Session

Summary: Copy on next page of this activity sheet

Evaluation: With the developing of the career education concept and the use of the resource person involved, the students will obtain a better understanding of the importance of securing a thorough academic background in preparation for a career in law enforcement or any other career area.

Career Education Activity Sheet

Level: 8th Unit: English on the Job Curriculum Area: English (Special Education)

Career Education Concept:

A knowledge of listening, speaking and writing skills is important at the job interviewing session.

Activities:

1. Oral: Pupils will review important factors to remember when preparing for a job interview.

2. Speaker: Mrs. Grofh, Assistant in Personnel (Equitable Trust Bank)

   Topics:

   a. Interviewing perspective employees for the Equitable Trust Bank

   b. Job opportunities in banking

3. Question and answer session

Summary: Copy on next page of this activity sheet

Topic: Do's and Don'ts (Job Interview)

Evaluation: With the developing of the concept and use of the resource person involved, the students will obtain a better understanding of the importance of demonstrating specific English skills (listening, speaking, and writing) when going for a job interview.

Activities: (or)

2. Speaker:

   Miss Faye Pine - Personnel Dept. of Baltimore Gas & Electric Company

   Topics:

   A. The Job Interview

   B. Job and Career Opportunities at the Baltimore Gas and Electric Company

Career Education Activity Sheet

Level: 7th, 8th, 9th Unit: Touring Paris (French conversation) Curriculum Area: French

Career Education Concept: Any French businesses and their functions are very much like the business of our communities.

Activities:

I. Word Recognition

A. Various businesses (on following attached sheet)

B. Group of terms at bottom of attached sheet
Example: patisserie - pastry shop
pharmacie - pharmacy
en face de - opposite

II. Oral Recitation (ask in French)

A. Is there a pharmacy in your community?

B. What is the job of the pharmacist?

C. Is there a police headquarters in your community etc?

III. Read in French and translate the statements in the rectangle

IV. Read questions in French and answer in French the questions below the rectangle

Summary: Pupils will recite in French the work done by each person in each identified occupations.

Evaluation: Pupils will realize that certain occupations in Paris or any foreign community are universal in nature.

Career Education Activity Sheet

* Designed for 2 lessons or more

Level: 9th Unit: Ancient Civilizations Curriculum Area: Social Studies

Career Education Concept: The work of the accountant has been a vital component to the economic system of the business world through the ages.

Activities:

* Motivation Poster

1. Brief open discussion on the accounting profession as it dates back to the ancient civilizations

2. Understanding the functions of the contemporary accountant

   a. Word development (auditing, balance sheets, profit and loss statements, etc)

   b. Brief reading assignment (silent)

   c. Questions

      (1). What are some of the duties of the accountant?

      (2). Name the fields of accounting in which an accountant can specialize

      (3). As of last year, how many accountants were employed?

      (4). How can you obtain training in this field?

   d. ACCOUNTANT KIT - "Shadowing" a moment in the life of an accountant

* Understanding the use of checks (examining the parts of a check--- filling out sample checks)

** Examining canceled checks and record of canceled checks (Listing on accountant answer sheet mistakes)

*** Identifying the proper letter to inform proprietor of Sporting shop of errors in the records